

UMASS BOSTON

1994 - 1995

THE UNIVERSITY OF MASSACHUSETTS BOSTON

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1994-1995 FACTS IN BRIEF

Total number of students (full-time)	12,247
Undergraduate	8,946
Graduate	3,301
Total enrolling age	37
Percentage of students of color	
Asian	6.0%
Black	12.0%
Latin American	14.0%
Hispanic	1.9%
South American	0.1%
Percentage of female students	55.4%
Percentage of international students	11.4%
Number of degrees awarded	
Bachelor's degrees	2,466
Master's degrees	478
Doctoral degrees	8
Number of classes	
including Business Administration	2,233
Life Science Center	404
Percentage funding (percentage)	
State-funded programs	2.1%
Non-state funded programs	1.6%
Operating budget	\$14.5 million
Total expenditures	\$14.5 million

1995-1996 TUITION AND FEES

1995-1996 tuition and mandatory fees

for Massachusetts residents

Full-time undergraduate students	\$2,840 per semester
Full-time graduate students	\$2,540 per semester



UMASS BOSTON

1994 - 1995

THE CHANCELLOR'S ANNUAL REPORT

SHERRY H. PENNEY
CHANCELLOR

UNIVERSITY OF MASSACHUSETTS BOSTON

A MESSAGE FROM THE CHANCELLOR



The 1994-95 academic year at the University of Massachusetts Boston will be remembered for accomplishments by faculty, staff, and students that were as varied as they were distinctive.

The research achievement of our faculty and staff was as distinguished as that in any year in our history, and much of it addressed needs of metropolitan Boston and the Commonwealth of Massachusetts. We were intensely committed to expanding knowledge—broadly and deeply. Nor was distinction restricted to the professionals: students at all levels—bachelor's, master's, and doctoral students—achieved recognition for their excellence, often in ways we have not seen before.

The long-planned restructuring of our campus into a doctorate-granting category II institution (as defined by the Carnegie Commission) continued with Board of Trustees approval of new Ph.D. programs in computer science and nursing and an M.A. program in dispute resolution, the implementation of the urban schools leadership track of our Ed.D. program, and significant progress toward establishing several other graduate programs. UMass Boston now has nine doctoral program or tracks in operation or approved, and a tenth in late stages of the approval process. And in both our new freshman class and our doctoral student population, minorities were represented in record numbers. During the year we worked to improve enrollment and orientation procedures for students who transfer from community colleges.

At the same time, the campus as a whole underwent a series of simultaneous reviews: its ten-year accreditation review by the New England Association of Schools and Colleges, the formulation of a five-year Strategic Plan, a comprehensive academic program review mandated by both our Strategic Plan and the University of Massachusetts President's Action Plan, a campus-wide study of teaching, and several specific program reviews.

Participation in the accreditation and structural planning processes by our staff, faculty, and students was intense, widespread, and highly productive. At the same time, the leadership capabilities of faculty, staff, and students were developed by three leadership training programs.

We also intensified our research and service commitment to metropolitan Boston, focusing particularly on five areas: support for K-12 education, health care, service to youth, economic development, and the protection and management of the environment. The interconnectedness of this service—and its critical importance—were affirmed by a historic meeting of members of our community with Thomas A. Menino, mayor of Boston and our alumnus, and his cabinet.

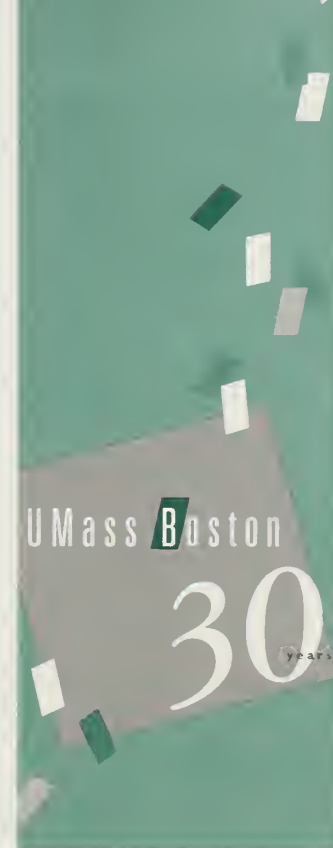
The variety of all these endeavors is explained by our time and place. To be the urban campus of the University of Massachusetts System, and to be the sole public university in metropolitan Boston, is to strive for academic excellence alongside many of the finest institutions in the world—but at the same time to take the lead in serving a community undergoing unprecedented social, economic, and technological change.

The scholars and Massachusetts government leaders who founded UMass Boston thirty years ago could hardly be expected to have anticipated the world of change we face as we approach the year 2000. In particular, they could not be expected to have imagined the vast changes we have experienced in our demographics and our economy. Nor could they have anticipated the demand we now face: to make rapidly-emerging forms of knowledge available to populations not traditionally served by higher education. But what the founders of UMass Boston did know was that metropolitan Boston deserved a first-rate university, with the intellectual needs of the community at the heart of its mission—in teaching, research, and service. The first principles of that mission remain: access, diversity, and excellence.

In a world of change, that mission can hardly be just one thing. On the contrary: interpreting that mission is our greatest challenge, and the “one thing” that its many interpretations have in common is the excellence to which we aspire.

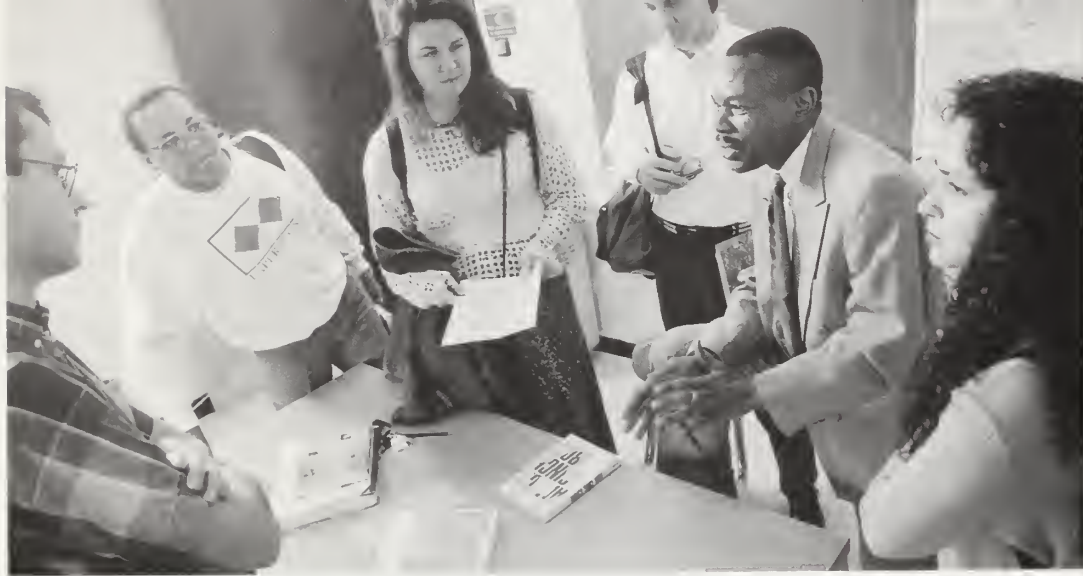
The unity of that aspiration in a variety of initiatives is very much the story of 1994-95.

Sherry H. Penney
Chancellor



In 1994-95, UMass Boston celebrated its thirtieth anniversary.

Chancellor Sherry H. Penney was chosen in June by the University of Massachusetts Board of Trustees to serve as President of the five-campus UMass system, following President Michael Haaker's resignation. The Trustees appointed Jeon F. MacCarmack, UMass Boston's Vice Chancellor for Administration and Finance, to serve as its Chancellor.



THE COMMITMENT TO LEARNING

REWARDS OF HARD WORK

UMass Boston is comprised of five colleges, which offer undergraduate and graduate education to residents of metropolitan Boston at our Harbor Campus on Dorchester Bay: the College of Arts and Sciences, the College of Management, the College of Nursing, the College of Public and Community Service, and the Graduate College of Education. These colleges have a common mission: to provide "challenging teaching, distinguished research and extensive service which particularly respond to the academic and economic needs of the state's urban areas and their diverse urban populations."

At the core of UMass Boston's success is the success of its students. One measure of that success is the annual number of graduates. In 1994-95, that number was well over 2,000; we awarded 1,468 bachelor's degrees, 478 master's degrees, 100 graduate and undergraduate certificates, and eight doctoral degrees.

The figures are important, but they do not tell how far these students have come, what they have done to earn their degrees, what their education has meant to them—or what their studies at UMass Boston will mean to the Boston area and the world beyond.

Michelle Owens grew up in Dorchester, attended suburban West-on High School through Boston's METCO program, and received a bachelor's degree from Tufts in psychology and child study. This June she was one of the first four recipients of UMass Boston's Ph.D. in clinical psychology. Hers is a program that accepts only eight of approximately 250 applicants a year. Ms. Owens interned at Boston City Hospital, wrote her dissertation on mother-daughter relationships, and, after Commencement, began employment at Children's Hospital.

Jean Madden earned a master's degree in human services from the College of Public and Community Service, having begun her undergraduate work at UMass Boston nineteen years before. In the intervening years, she married, raised three children, and pursued her career. Six years ago, she became director of elder services for the town of Arlington and is now the town's Americans with Disabilities coordinator as well.

In 1994-95, minority students comprised 23.2 percent of all doctoral program students at UMass Boston, more than double the 10.4 percent national average. Women comprised 66 percent of all UMass Boston doctoral students: the national average is 44 percent.

Scott Leibs is editor-in-chief of Fidelity Investment's 3.2-million-circulation *Stages Magazine*, which he describes as "a layman's guide to every aspect of personal finance." He obtained a master's in English and won the department's Lillian Jones Memorial Prize for his fiction.

Margaret P. Rancourt pursued her master's degree in nursing education with a specialization in geriatric nursing after 25 years as a licensed practical nurse and as a professional nurse working with renal-failure patients. She fulfilled her master's practicum requirement in the associate nursing program at Quincy College, where her supervisors credited her for "a creative and energetic teaching style" and for developing "novel nursing education modules." Having received her master's degree in June, she now works as a nurse educator at Quincy College.

B.A. recipient John Stevens served at UMass Boston as a peer tutor and campus coordinator of Amnesty International while double-majoring in anthropology and the study of religion. He has been accepted with full financial aid into Cornell University's doctoral program in anthropology.



▲ New Chancellor Jeon McCormock (right) joins Psychology Professor Deborah Brome on Commencement Day in presenting Jocqueline McKinney with the hood representing her new Ph.D. in clinical psychology.

History honors major Bruce MacPoul Stonfield received the John F. Kennedy Award for Academic Excellence. Before attending UMass Boston, he toured with his band "Scruffy the Cat." While a student, he played benefits for homeless shelters, environmental groups, and other non-profit organizations.

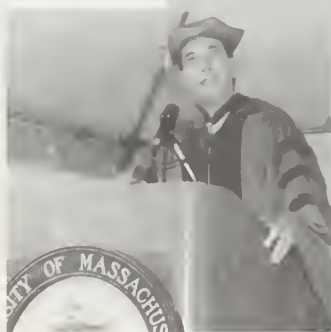
Sava Dalbokov completed his undergraduate degree in three years, double-majoring in finance in our College of Management and economics in our College of Arts and Sciences—and learning German and Spanish to add to his English, Russian, and native Bulgarian. He has been accepted into the International MBA Program of the University of South Carolina and plans a career in international banking.

Nicholas Nesson arrived at UMass Boston from the American Southwest after milking cows and shearing sheep in New Zealand and working at Mother Theresa's hospice in India. After interrupting his studies for a year to travel in China, he wrote an undergraduate honors thesis on modern travel literature. He has been accepted into the doctoral program in comparative literature at McGill University.

Kimberly Courtney graduated with an elementary education teaching certificate and a major in women's studies. While an undergraduate she designed, implemented, or conducted several educational programs. With the help of a grant from UMass Boston, she designed a self-esteem program for first-grade girls. At the Lasell College Center for Women in Public Service, she began planning a curriculum on gender education and women's leadership to prepare undergraduate women to serve as tutors and mentors for girls. She also conducted a violence prevention program in the Boston public schools. A first-grade teacher at the Ellis Mendell Elementary School, in whose classroom she conducted this program, spoke of her as "changing the world one child at a time."

The diverse experience of UMass Boston is a curriculum in itself. One June graduate put it this way: "Everyone there has a story. I learned so much from my fellow students. It was a real eye-opener." The graduate is Christine Clifford, who, while coping with a learning disability from a physical injury, not only earned her B.S. in geography but also served as a course assistant in her department's world geography course. She organized and coordinated UMass Boston's first recognized student organization for learning-disabled students and has worked for the Massachusetts Rehabilitation Commission. She also writes plays and volunteers at the Boys' and Girls' Club.

UMass Boston has 60 bachelor's programs, 26 master's programs and tracks, seven graduate-level certificate programs, and, counting doctoral programs approved in 1994-95 or in late stages of the approval process, ten doctoral programs.



◀ The Honorable Pedro Roselló, governor of Puerto Rico, gave the principal address at UMass Boston's 27th Commencement. Honorary degrees were awarded to Governor Roselló; Cathy E. Minehon, president of the Federal Reserve Bank of Boston; Bruce Marks, artistic director of the Boston Ballet; Elaine Kim, professor of Asian American Studies and faculty assistant for the status of women at the University of California, Berkeley; and Arnold Šapira, winner of 13 Emmy Awards for "Rescue 911" and other television productions.





PUBLISHING OUR INSIGHTS

In 1994-95, across the wide range of academic disciplines, UMass Boston faculty and staff played an eminent role among national and international colleagues in the expansion of knowledge.

One measure of the importance of that role is the publication during the year of over 65 books written or co-written, and 31 others edited or co-edited, by members of the UMass Boston community.

Some of these books extended knowledge in the sciences, particularly knowledge of our environment. Professor Kamaljit Bawa of our Biology Department co-authored *La Selva: Ecology and Natural History of a Neotropical Rain Forest*. His colleague, Professor Kenneth Campbell, co-edited the New York Academy of Science's annual volume *Human Reproductive Ecology: Interactions of Environment, Fertility and Behavior*. Professor Karlene Schwartz and her co-authors published a textbook manual for college students, *The Illustrated Five Kingdoms: A Guide to Biodiversity*. Book titles alone do not reflect our contribution to scientific knowledge: in fields in which findings must be transmitted quickly, our science faculty published 82 articles.

Many 1994-95 books embodied our research and service to the urban community. Professor James Jennings, director of our Trotter Institute, published *Understanding the Nature of Poverty in Urban America*, as well as three volumes that he had edited or co-edited. Professor Michael Stone of our Community Planning Center published *Shelter Poverty: New Ideas on Housing Affordability*. Professor Andres Torres, director of our Center for Labor Research, published *Between Melting Pot and Mosaic: African Americans and Puerto Ricans in the New York Political Economy*. Professor David Matz, director of our Program in Dispute Resolution, published a book co-written with a colleague in the Boston law firm of Hill and Barlow, *Massachusetts Alternative Dispute Resolution*. Professor Scott Bass, director of our Gerontology Institute, and his colleague Robert Morris, co-edited *International Perspectives on State and Family Support for the Elderly*.

Others books dealt with urban educational issues: Professor Donaldo Macedo, director of our Bilingual/ESL Graduate Program, published *Literaciers of Power: What Americans are Not Allowed to Know*. Professor Lawrence Foster, chair of our Philosophy Department, co-edited *Defending Diversity: Contemporary Philosophical Perspectives on Pluralism and Multiculturalism*. Professor Helen Tager-Flusberg published *Constraints on Language Acquisition: Studies of Atypical Children*. Her colleague in the Psychology Department, Professor Claire Golomb, published *Artistically Gifted Children: Six Case Studies*.



Robert Waadbury, former chancellor of the University of Maine system, was chosen in summer 1995 to serve as director of the John W. McCormack Institute of Public Affairs.

William Fulbright Awards were presented to three members of the UMass Boston community: Vice Chancellor for Student Affairs Charles Desmond, for research and consultation on public education in Germany; Professor Frances L. Portnoy of the College of Nursing, for research and teaching on elderly care at the University of Tromsø, Norway; and English Professor Linda Dittmar, to teach at the University of Hyderabad, India.

Several focused on issues of gender. Professor Polly Kaufman published *Boston Women and City School Politics*; Professor Jean Humez, a book she had co-edited, *Gender, Race and Class in the Media*; Professor Winston Langley, a book he had co-written, *Women's Rights in the United States*. Professor Susan Horton published her study of two European women writers in Africa: *Difficult Women, Artful Lives: Olive Schreiner and Isak Dinesen, In and Out of Africa*. Her colleague, Professor Elizabeth Fay, published *Eminent Rhetoric: Language, Gender and Cultural Tropes*. Professor Kathleen Sands of our Program in the Study of Religion wrote *Escape from Paradise: Evil and Tragedy in Feminist Theology*. Professor of Modern Languages Diana Burgin established the place of a long-overlooked major writer of Russia in *Sophia Parnok: The Life and Work of Russia's Sappho*, and received the Chancellor's Distinguished Scholarship Award.

Several books explored change in the modern Western World: History Professor Spencer M. DiScala's *Italy: From Revolution to Republic, 1700 to the Present*; Art History Professor Anne McCauley's *Industrial Madness: Commercial Photography in Paris 1848-1871*; and Political Science Professor Robert Weiner's *Change in Eastern Europe*.

Some books published by UMass Boston faculty were contributions to traditional fields of research and scholarship: Classics Professor George Koniaris's *Maximus Tyrius*, a collection of the works of a philosopher and rhetorician of second-century-A.D. Greece, was the culmination of twenty-five years of scholarly effort. Professor James Brennan of our Psychology Department published the fourth edition of his *History and Systems of Psychology*. UMass Boston's representative to the Board of Trustees, Professor Charles Knight of our English Department, published *Joseph Addison and Richard Steele: A Reference Guide*.

Creative writers produced three volumes. Professor Patricia Powell published her second novel, *A Small Gathering of Bones*; Kevin Bowen, director of our William Joiner Center, published a volume of poetry, *Playing Basketball with the Viet Cong*; and Judy Owens, an administrator in our Office of Special Education and Support Services, published a collection of poems, *Revolutionary Soul*.

Professor of English Elso Auerbach attended a UNESCO-sponsored Literacy Forum at Garden's Bay, South Africa, in June. The forum examined prospects for South African adult literacy created by the end of Apartheid. Professor Auerbach, who has over fifteen years' adult community literacy service in metropolitan Boston, was the only conference attendee from Massachusetts.

BUILDING SUPPORT FOR RESEARCH, TRAINING, AND OUTREACH

UMass Boston's faculty and staff were awarded approximately \$13.5 million in grants and contracts during 1994-95. Especially when funds for research and training are limited, success in obtaining these funds symbolizes our resolve to expand the barriers of our understanding, to educate future researchers for the work of discovery, and to expand our outreach and training activities. These grants and contracts cover the broad range of our activities, ranging from research on intention in autistic children to the demographics of whales. They support—among many other activities—antipoverty studies for Latino immigrant workers, assessments of the success of Haitian refugee resettlement, and analyses of the costs of medical treatment.

Professor Kamaljit Bawa of our Biology Department received \$610,000 from the MacArthur Foundation and the World Wildlife Fund for research to enhance biodiversity in Southern Indian forests. The National Science Foundation awarded \$323,000 to Professors Michael Rex and Ron Etter to conduct an unprecedented study of the genetic makeup of deep-sea clams and snails. Procter & Gamble, Inc., awarded a \$50,000 grant to Professor Michael Shiaris to study sewage effluent in Boston Harbor. Their colleague, Professor Rachel Skvirsky, received an \$180,000 award from the American Cancer Society for research in genetics and molecular biology on multi-drug resistance in eye cancer cells.

Psychology Professor Jill Rierdan obtained \$800,000 from the National Institute of Drug Abuse to find new ways to identify histories of trauma and severe mental illness in drug and alcohol users. Our Joiner Center received \$50,000 from the Ford and Lannan foundations to support an exchange of American and Vietnamese writers.

Faculty members from our College of Public and Community Service received numerous grants focused on specific community needs, such as the Carlisle Foundation's \$15,000 grant to Professor Marie Kennedy and the Roofless Women's Action Research Mobilization; Professor James Green's \$4,000 grant from the Boston School Department to develop a competency-based curriculum for Madison Park High School's vocational education program; and Professor Andres Torres's \$2,000 grant from the Institute for Women's Policy and Research to research and write "Policy and Union Response to the Growth of Contingent Labor."

Our Urban Scholars Program received \$235,699 from the Jacob Javits Talented and Gifted Students Program of the U.S. Department of Education, \$18,358 from the U.S. Department of Energy PREP Program, and \$163,500 from corporations and foundations including NYNEX, The New England, Gillette, State Street Bank, Polaroid, Millipore, Nellie Mae, the Boston Globe Foundation, the Boston Educational Foundation, the TJX Corporation, and the Philanthropic Initiative (on behalf of an anonymous donor). We were especially pleased when our Division of Student Affairs received grants of \$1,664,135 from the U.S. Department of Educational Support Programs for six programs that will benefit low-income students from the middle-school through the post-baccalaureate level.



NEW PROGRAMS AND THOROUGHGOING REVIEWS

In 1994-95, University Board of Trustees and the Massachusetts Higher Education Coordinating Council (HECC) approved a new doctoral program in computer science, housed in our College of Arts and Sciences, and an M.A. program in dispute resolution, an area in which our College of Public and Community has long awarded a certificate (both new programs are now in operation). The Trustees also approved a Ph.D. program in nursing, to be offered jointly with UMass Lowell.

Approval of these doctoral programs is a late stage in our transformation from what the Carnegie Commission on Education defines as a comprehensive state university into a doctorate-granting II university. There are now ten doctoral programs or tracks in operation at UMass Boston or in late stages of the approval process.

Each one of the doctoral programs was carefully formulated, debated, incorporated into strategic planning, developed by UMass Boston faculty and staff, and reviewed by the UMass Board of Trustees and Commonwealth higher education officials. Each was justified as meeting critical social and economic needs of metropolitan Boston and the Commonwealth of Massachusetts. In addition to computer science, UMass Boston now offers doctoral programs or tracks in environmental sciences and environmental biology, public policy, higher education administration, urban schools leadership, gerontology, and clinical psychology. The doctoral program in nursing is now being considered for final approval by HECC, and another, in language, writing, and culture, received preliminary HECC approval in 1994-95.

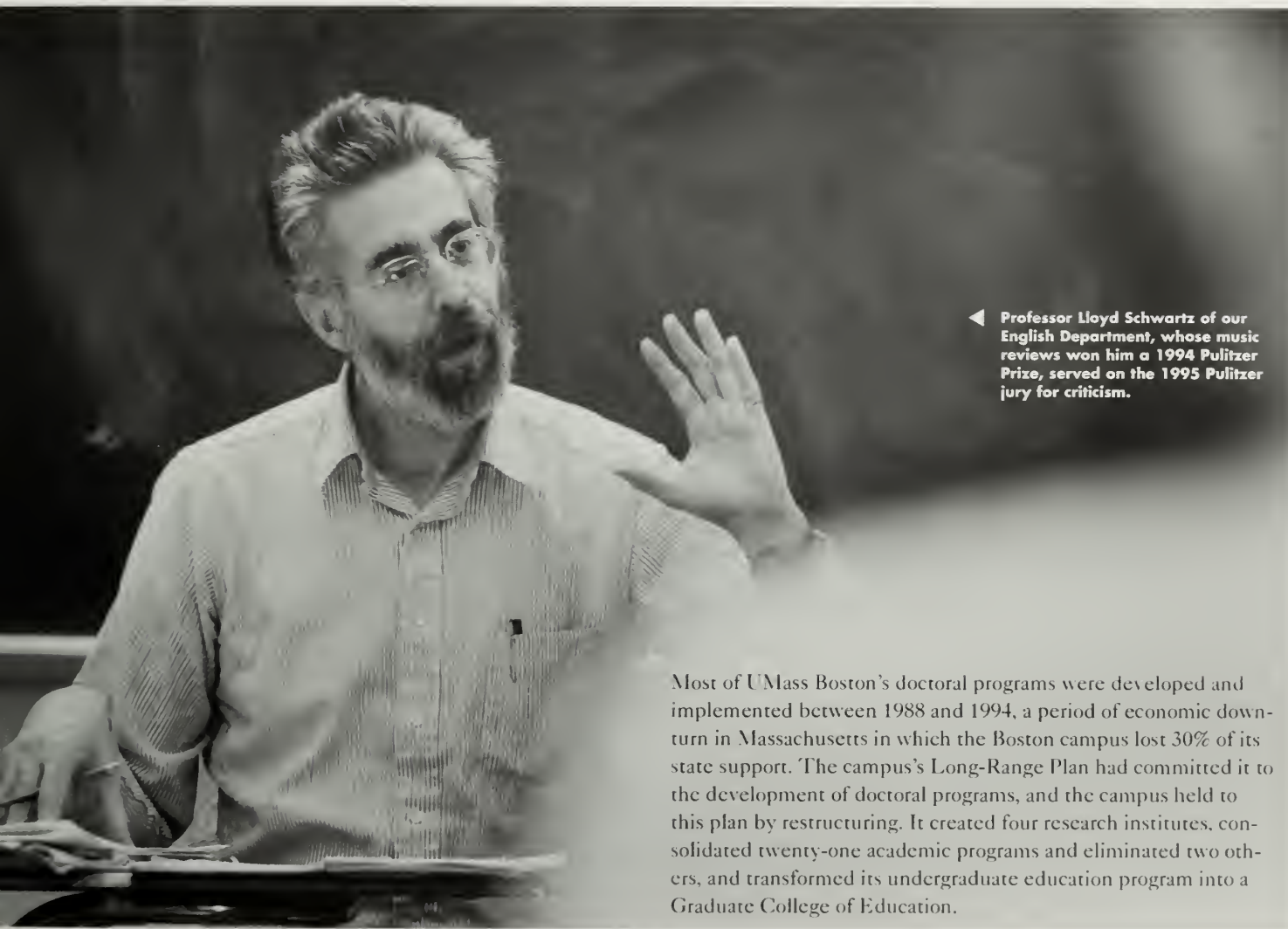
Senator Jahn Kerry was among the distinguished speakers at an environmental policy forum at UMass Boston on the 25th annual Earth Day. He painted out a major improvement in the Massachusetts environment since the event began: a 55% increase in the number of clear rivers in the state.



Representatives of UMass Boston and the University of Stirling in Glasgow, Scotland, signed an agreement to conduct joint environmental research projects and exchange students and faculty. The two universities are both intensely engaged in research and public policy on ocean ecology.

In April, our Environmental Sciences Program's Division of Marine Operations joined the New England Aquarium, the Woods Hole Oceanographic Institute, and the Massachusetts Coast Guard to return two convalescent white-sided dolphins to the Atlantic Ocean. The dolphins, a mother and her calf, were released into Stellwagen Bank, which runs between Gloucester and Provincetown.



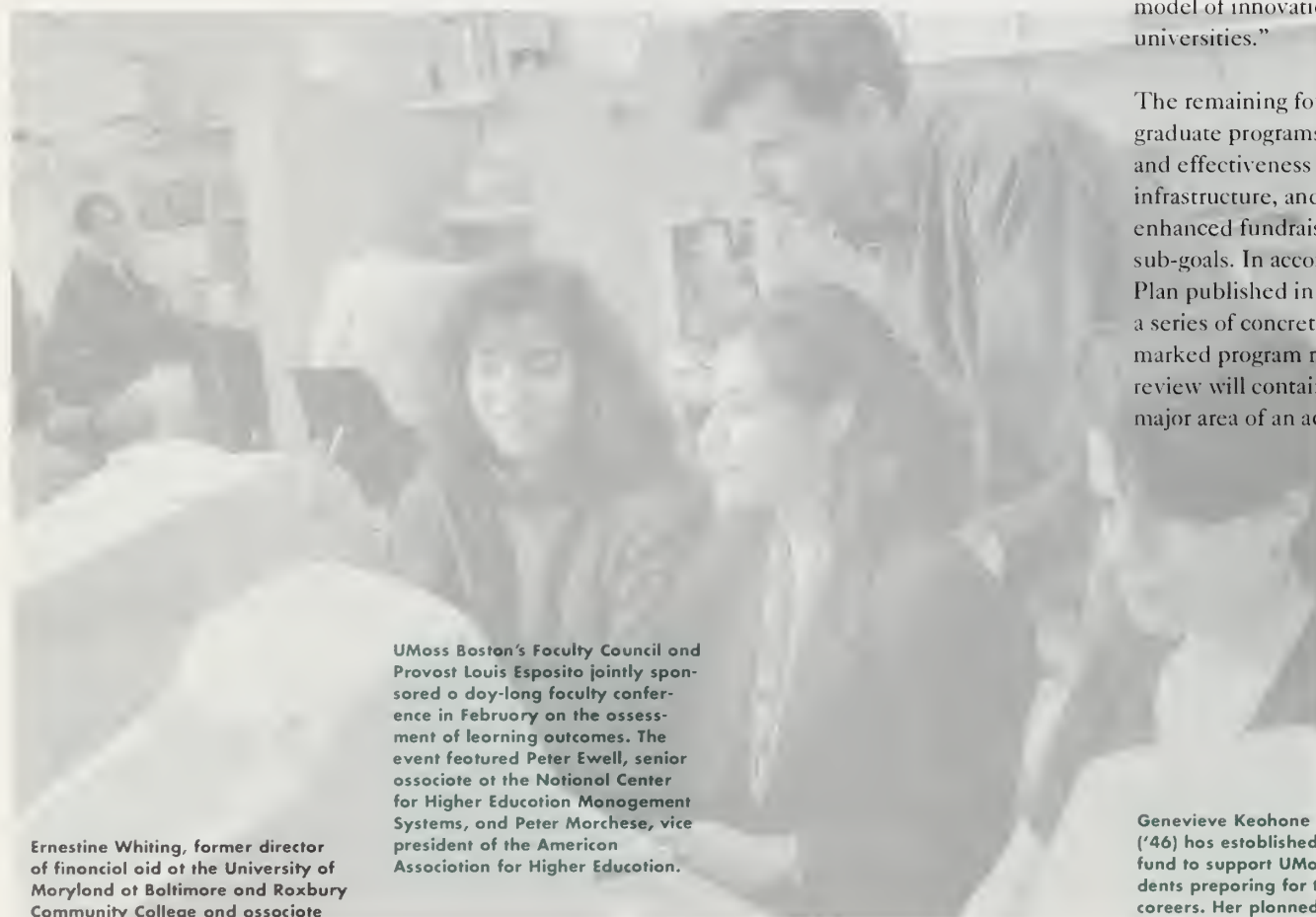


◀ **Professor Lloyd Schwartz of our English Department, whose music reviews won him a 1994 Pulitzer Prize, served on the 1995 Pulitzer jury for criticism.**

Most of UMass Boston's doctoral programs were developed and implemented between 1988 and 1994, a period of economic downturn in Massachusetts in which the Boston campus lost 30% of its state support. The campus's Long-Range Plan had committed it to the development of doctoral programs, and the campus held to this plan by restructuring. It created four research institutes, consolidated twenty-one academic programs and eliminated two others, and transformed its undergraduate education program into a Graduate College of Education.

During the same period, UMass Boston lost 12% of its staff and increased its annual grant income from \$7.1 million to \$13.5 million. It raised student costs 161%, but its overall student population remained level and its freshman minority population rose to 44%. "The best way to face restructuring," Chancellor Sherry Penney told the National Convention of the American Council on Education in February, "is to focus on your institutional mission and to force yourself to develop in spite of everything."

Through UMass Boston's exchange agreement with Chukya University in Nagaya, Japan, 37 Chukya students attended the annual American Studies Seminar at the Harbor Campus during summer 1995. In June, a faculty delegation from UMass Boston led by Associate Provost Theresa Martimer participated in the second Chukya-UMass Boston International Relations Seminar in Nagaya.



Ernestine Whiting, former director of financial aid at the University of Maryland at Baltimore and Roxbury Community College and associate director of financial aid at Brown University, was appointed UMass Boston's director of financial aid in summer 1995.

UMass Boston's Faculty Council and Provost Louis Esposito jointly sponsored a day-long faculty conference in February on the assessment of learning outcomes. The event featured Peter Ewell, senior associate of the National Center for Higher Education Management Systems, and Peter Morchese, vice president of the American Association for Higher Education.

In 1994-95, the faculty and staff of the Boston campus drafted a new long-range plan. Co-chaired by Vice Chancellor for Administration and Finance Jean MacCormack and Vice Chancellor for Academic Affairs and Provost Louis Esposito, an all-campus planning committee of faculty and staff drafted *Imagining a New Century: The Year 2000 Strategic Plan*. It affirmed the campus's ongoing restructuring and set five new goals. The first states the campus's aspiration in broad terms: "to be a dynamic leader and recognized model of innovation and effectiveness among public urban universities."

The remaining four goals call for strengthening undergraduate and graduate programs and learning experiences, expanding the scope and effectiveness of research and professional service, improving infrastructure, and diversifying the campus's funding base through enhanced fundraising. The major goals are elaborated in specific sub-goals. In accord with a University System President's Action Plan published in February, these sub-goals are further specified in a series of concrete action steps, many of them entailing benchmarked program review. For the first time at UMass Boston, such a review will contain benchmark standards for performance in every major area of an academic program's activity.

Genevieve Keahone Burlingome ('46) has established a scholarship fund to support UMass Boston students preparing for teaching careers. Her planned \$250,000 endowment is part of her class's Golden Jubilee Celebration and will serve as the cornerstone for the Class of 1946 Fund of the Teachers College of the City of Boston.

During summer 1995, a committee of faculty and senior academic staff began conducting an academic program review whose outcome will be an administrative reallocation of resources among the campus's academic programs. The review, which will make use of institutional data and self-studies provided by every academic unit, will be complete by the end of 1995.

When the ten-person accreditation review team of the New England Association of Schools and Colleges visited the campus in April, they had the draft of *Imagining a New Century* to read. Chaired by James Stukel, chancellor of the University of Illinois's Chicago campus and president-designate of the University of Illinois system, the team had as well the 150-page accreditation self-study report written by eleven faculty-staff committees and edited by Professor Martin Quitt of our History Department.

The chapters addressed NEASC's eleven standards for accreditation. But the Accreditation Steering Committee went further. It identified four areas as major issues for the attention of the campus in the next five years: assessment of all aspects of academic work, planning, improvements in the campus's physical plant, and attention to governance.

By the time of the accreditation visit, the campus had acted on all four concerns. A major conference on the Assessment of Student Outcomes had been jointly sponsored by the Faculty Council and the Provost. The Strategic Plan draft had been circulated. Rehabilitation of the Healey Library, McCormack classroom building, and Quinn administration building had begun (the work included construction of new offices for the Department of Public Safety). New links between collegiate and all-campus faculty governance had been forged, and the Board of Trustees had approved a new governance constitution. The NEASC Accreditation Report, due in November, is expected to be favorable.



UMass Boston's women's basketball team won the Massachusetts Association for Intercollegiate Athletics Championship for 1994. The men's cross country team took third place in the Little East Championship competition, a team record.



The Home Enrichment and Reading Team of the Institute for Learning and Teaching was awarded the Nellie Moe Fund for Education's Harizan Award for dedication to expanding educational opportunities to young people. HEART is a comprehensive family-based early literacy program developed for the Boston Public Schools.

On May 22, Chancellor Sherry Penney convened for the first time a "Great Cities" Advisory Board for the Boston campus at Boston's World Trade Center. The board, comprised of nineteen chief executives of Boston corporations and major government and civic leaders, will advise the Chancellor and the Boston campus on initiatives in pursuit of its urban mission.

As the new graduate programs were approved, and as drafting of the Strategic Plan and the accreditation process proceeded, each of UMass Boston's colleges expanded and strengthened its programs.

The College of Arts and Sciences approved a new group of "Collegiate Seminars" on "controversy." The seminars will emphasize logic and rhetoric, the use of evidence, and the ability to debate either side of an issue. Upcoming seminars are titled "Trials," "Censorship, Free Speech, and Pornography;" "Moral and Social Controversy," "Controversy in Physical Science," and "Controversy in Social Science: The Case of I.Q."

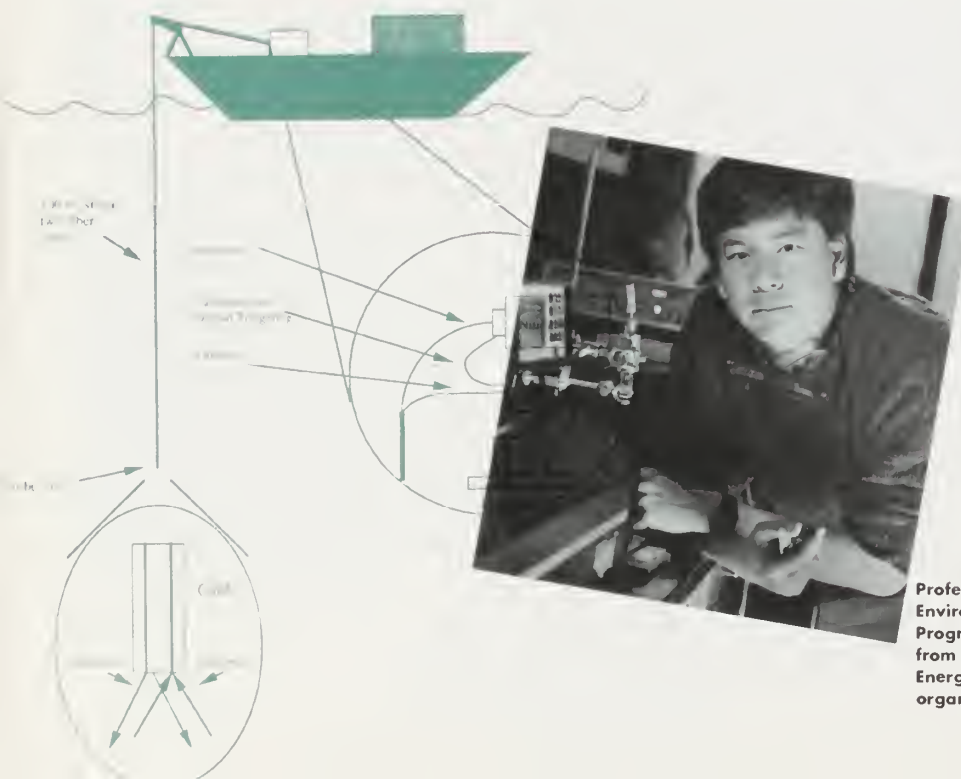
The College of Public and Community Service added a Labor Extension component to the undergraduate major and research center of its Labor Studies Program. The Extension will provide training and promote leadership for local union members.

The College of Management attained "candidacy status" from its accrediting body, the American Association of Colleges and Schools of Business. Only 400 of the nation's 1,200 business schools are accredited. The College implemented two new MBA specializations, in international and environmental management. It also continued a major enhancement of its technological base, with purchases and upgrades of computers and software and access to new and powerful financial databases.

The College of Nursing had both its B.S. and M.S. programs re-accredited for a full eight years by the National League for Nursing. It established a nationally unprecedented research partnership in geriatric nursing with the Hebrew Rehabilitation Center for Aged, in Jamaica Plain, a Harvard Medical School teaching institution. The College also implemented a Family Nurse Practitioner Program within its M.S. Program and, with the College of Management, a joint program leading to both the M.S. and the M.B.A.

The Graduate College of Education had its various programs to prepare educational personnel approved for five years by the state Department of Education, which commended the College for restructuring its certification programs to meet the spirit and requirements of the state's new certification regulations. Its Graduate Program in School Psychology received full accreditation from the National Association of School Psychologists.

Finally, during 1994-95, a core working group of an Information Technology Task Force formed by the Provost identified areas of academic need for the full task force to consider in fall 1995. It was clear from the core group's work that access to the Internet was a high priority, and therefore ethernet wiring of the campus was begun, with the goal of completion by the end of 1995.



Professor Robert Chen of the Environmental Sciences Doctoral Program has received \$515,000 from the U.S. Department of Energy for research on marine organic contaminants.

Ismael Ramirez-Sata, executive director of the Puerto Rican Council of Education and an expert on legal education, was chosen dean of the College of Public and Community Service. He obtained his J.D. from the University of Puerto Rico and his Ed.D. from UMass Amherst; his experience ranges from Head Start teaching to service as managing attorney for Greater Boston Legal Services, Inc.

In January, with support from the Digital Corporation, the Adaptive Computing Center installed the Dragan System, voice recognition software with a 30,000-word capability, to allow students with impaired use of their hands to do coursework by computer. The Adaptive Computing Center serves both MIT and Harvard as consultant on the use of technology to support physically challenged students.



Graduating senior Shawn Baggs was named to the New England Football All-Conference First Team as a linebacker.

NEW WAYS OF LEARNING

Faculty and staff continued to strengthen the foundations of undergraduate education at UMass Boston, and to adapt programs to both the needs of a diverse and nontraditional student body and an external world undergoing vast social, economic, and intellectual change.

An all-campus Committee on Valuing and Evaluating Teaching (COVET) met throughout 1994-95 to find new ways to identify and support effective teaching; to increase training in teaching for both new and long-time faculty and to improve assessment and rewards for teaching.

The campus focused particularly on the education of freshmen and sophomores—the intellectual foundation students receive before selecting majors. The College of Arts and Sciences, which provides the largest share of our “foundation” courses, worked in two areas:

First, the College increased challenges available for the most able and well-prepared students by doubling the size of the undergraduate honors program during 1994-95. The College also increased opportunities for newer students to work in close-knit groups by forming linkages among core, freshman studies, and composition courses. Students enrolled in these linked courses will attend the majority of their courses with each other, and their teachers will meet regularly to discuss the results of their common work and the students' progress. Developing learning communities such as these is particularly challenging for a university whose students are commuters.

The Center for the Improvement of Teaching (CIT) conducted faculty training seminars in three broad areas: teaching students with diverse backgrounds, drawing students into fuller participation in the learning process, and re-examining grading standards. During the year, UMass Boston and CIT were recognized by the Ford Foundation and the Lilly Endowment as models of effectiveness in educational programs which heighten intercultural communication. UMass Boston was chosen to be featured on a CD-ROM disk, Network America, which will allow other colleges and universities to draw on its experience in addressing diversity issues. Much of this experience was gained during the past three years in developing and implementing a university-wide diversity course requirement.



When fourteen incoming freshmen from the Boston Public Schools were awarded William Davis and John I. Taylor Outstanding Scholars Program fellowships by the Boston Globe Foundation, they heard remarks from Donald Chavez, a sophomore in the College of Management. The Taylor scholarship meant not just money to him, he said, but also hope for the future.

Our McCormack Institute presented its John Joseph Maakley Award for Distinguished Public Service to Mory B. Newman, former state representative from Cambridge, New England regional director of the Department of Health, Education, and Welfare during Gerald Ford's presidency, and distinguished lecturer in management at UMass Boston since 1977.

NURTURING LEADERSHIP

When the New England Association of Schools and Colleges Accreditation Team visited UMass Boston in April, the 150-page self-study report that prepared them had been written by 112 faculty, staff, and students.

The draft of the campus's Strategic Plan that they received reflected the deliberations of a Planning Council comprised of 33 faculty, students, and staff.

As they visited, 56 faculty and staff were midway through a series of leadership training seminars sponsored by the American Council on Education and organized by Professor Sally Boland, the campus's visiting ACE Fellow from Plymouth State College in New Hampshire.

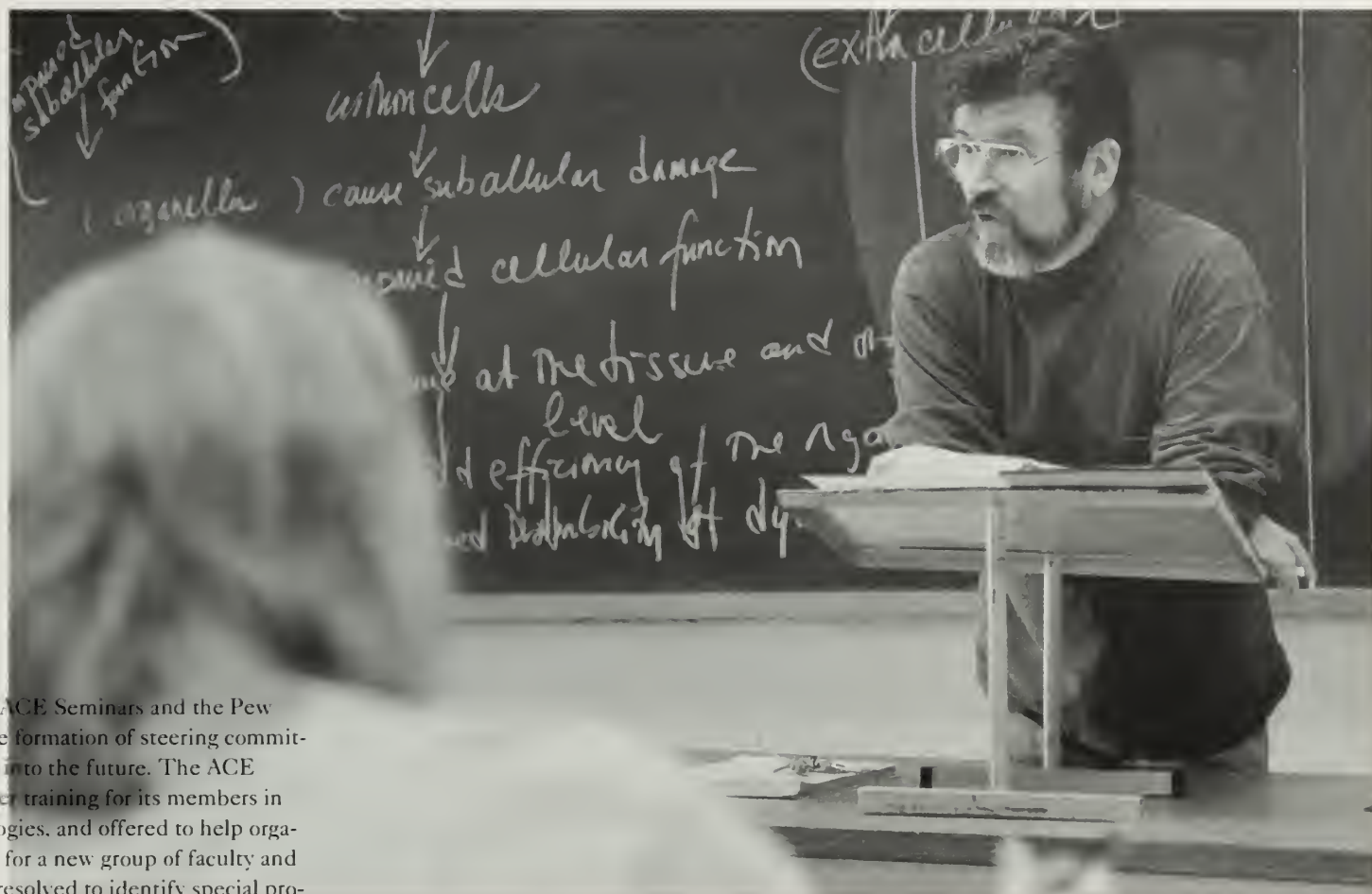
Twenty-five faculty and staff were midway through the Pew Charitable Trust's Higher Education Roundtable. The Roundtable provided an opportunity for an intense examination of expectations and prospects for UMass Boston in its role in the UMass system.

Thirty students had begun a separate leadership training series that matched each student, according to the student's interests, with a mentor from the University or greater Boston.

While there was some overlap in membership, nearly 200 members of the UMass Boston community were actively involved in leadership training, assessment, and strategic planning during 1994-95.

This pattern of widespread leadership involvement in the most critical university affairs had been established when the campus had faced the unprecedented reversions of its state support. Two years ago, when the reversions ceased and the campus could anticipate planning under stable if reduced financial support, widespread participation continued. The 1994-95 leadership seminars were vehicles for developing the capacities of members of the community for this level of participation.

A teach-in, "Welfare, It's Not What You Think It Is," was conducted by over 25 faculty, students, and staff in early March. Nearly 400 UMass Boston students received public assistance during 1994-95. The successes of three of these students were described by Derrick Z. Jackson on the op-ed page of *The Boston Globe* in February.



At year's end, members of both the ACE Seminars and the Pew Roundtable themselves initiated the formation of steering committees to extend the groups' activities into the future. The ACE steering committee requested further training for its members in dispute resolution and new technologies, and offered to help organize leadership seminars in 1994-95 for a new group of faculty and staff. The Pew steering committee resolved to identify special projects emerging from their discussions and the accreditation report.

Perhaps because of this pattern of promoting leadership and widespread involvement in self-examination and restructuring, UMass Boston was chosen in late summer to participate in the American Council on Education/W.K. Kellogg Project on Leadership and Institutional Transformation for 1995-96. The project is intended to help institutions identify internal changes that can help them meet changing demographics, financial pressures, and other external challenges. The Boston campus's participation will be coordinated with the UMass President's Office to ensure that it may benefit the entire University system.

Through the Massachusetts Field Center for Teaching and Learning in the Graduate College of Education, UMass Boston served as the regional telecommunication "dawnlink" for "Key to the Future: a National Summit on World Class Education for American Children." Other sites were in Washington, D.C., Los Angeles, Chicago, and Atlanta.

TECHNOLOGY WITH AN URBAN MISSION

In 1994-95 the Information Technology Task Force formed by the Provost established core groups to examine administrative and academic impacts, and commissioned a survey of faculty and student needs from the campus's Center for Survey Research. The task force's goal is to integrate its findings and to formulate a set of academic and administrative recommendations for the five-year strategic plan by the end of 1995. In summer 1995, UMass Boston developed a home page for use on the World Wide Web.

Every institution must choose from the expanding array of new and costly information technologies. UMass Boston has already made a good start in developing those that can best promote its urban mission and preserve scarce financial resources. In 1994-95, the potential of one of those choices was affirmed.

UMass Boston has gained national recognition for a distance-learning program known as MUSE® (for "Multi-Site Education"). MUSE® is computerized full-motion television communication that gives researchers, teachers, and students in distant locations the intimacy of a single laboratory or classroom. Researchers, students, and teachers remain in continuous voice and eye contact. Teachers can instantly observe and comment on student work.

MUSE® allows UMass Boston and the Boston public schools, in collaboration with Cablevision of Boston, to work together to put curriculum-enriching courses into the urban high school classroom. It also enables UMass Boston to share courses and conferences with the University's other four campuses across the state, reducing the need for program duplication in a time when funds are scarce, and reducing as well the need for travel between campuses.

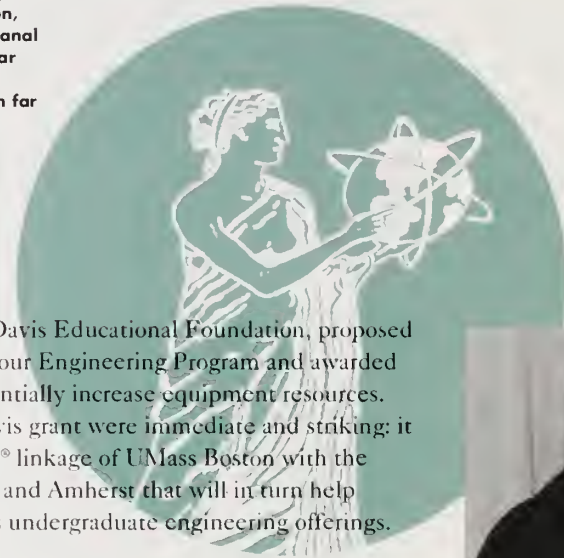
A \$250,000 grant from the Davis Educational Foundation, proposed by Professor John Shane of our Engineering Program and awarded in summer 1995, will substantially increase equipment resources. The implications of the Davis grant were immediate and striking: it will make possible a MUSE® linkage of UMass Boston with the UMass campuses in Lowell and Amherst that will in turn help UMass Boston to expand its undergraduate engineering offerings.

For faculty and students about to embark on the proposed joint UMass Boston-UMass-Lowell doctoral program in nursing, the efficiencies in time, effort, and resources may well be equally dramatic.

The advantages of MUSE® are already evident to some of the most able seniors of the Jeremiah Burke High School in Dorchester, who attended a UMass Boston pre-calculus course offered at their school this term through MUSE®. Four more Boston public high schools are to be linked by MUSE® in the coming year.

One engineering course was offered collaboratively by the Boston and Amherst campuses in fall 1994. When the chair of our accreditation team, James Stukel, was fog-bound in Chicago in March 1995, his planning "visit" with the campus's vice chancellors was held nonetheless—by teleconference.

UMass Boston's Graduate College of Education plans to provide instruction in this technology in its teacher preparation and graduate courses.



▲ Thomas O'Moro, founder and president of AMF Technologies, a precision metal-plating firm in Dorchester, was named the College of Management's Entrepreneur of the Year. AMF Technologies provides customized metal finishings for the microelectronic, biomedical, and pharmaceutical industries.

When Boston Mayor Thomas Menino and his cabinet met with UMass Boston faculty and staff in late February, they identified five areas on which to focus collaboration: economic development, protection and management of the environment, health care, education, and service to youth. During 1994-95, UMass Boston's faculty and staff were actively engaged in each of them.

The U.S. Department of Housing and Urban Development awarded a two-year, \$500,000 grant to the Center for Community Economic Development (CCED), which is sponsored by a consortium of UMass Boston research institutes and the College of Public and Community Service. The Gastón Institute organized the consortium and will take the lead in developing CCED's programs, which aim to provide training to small business owners and community-based organizations and to engage them in systematic research. In addition, CCED will organize a local employment and training network, a planning consortium, and an economic development information clearinghouse, among other projects.

Three centers in our College of Management promote economic development by providing a range of services to metropolitan Boston:

The Minority Business Assistance Center designed and presented thirteen-week business management seminars to over ninety small-business owners. Through these seminars, and also through individual consultations, MBAC helped its clients design business plans, secure financing, develop markets, and expand their operations.

The Greater Boston Manufacturing Partnership provided low-cost, high-quality technical services to over 115 manufacturers with 500 or fewer employees during the year, thus helping them to modernize their operations.

The Environmental Business Center helps New England environmental technology firms use the Internet to compete in an international marketplace that is expected to grow to \$400 billion in ten years. In 1994-95 the center collaborated with colleagues in Amherst and the International Business and Technology Institute to produce EnviroTech on Line, a comprehensive database on international business opportunities.

Our Harbor Explorations project provided hands-on marine biology experience in 1994-95 to nearly 10,500 middle and high school students and teachers on board the research vessel *Enviro-Lab III*.

As a result of the February meeting between Boston Mayor Thomas Menino and his cabinet and UMass Boston faculty and staff, Boston Urban Environmental Fellowships have been established to provide environmental studies internships for UMass Boston students with the City of Boston.



UMass Boston's McCormack Institute held a major regional planning conference on "Managed Growth" in April, with presentations by U.S. Representative Barney Frank, Massachusetts House Ways and Means Chairman Thomas Finneran, Boston Mayor Thomas Menino, Boston Environmental Services Chief Cathleen Douglas Stone, and Regional Environmental Protection Agency Administrator John DeVillars.

Our Urban Harbors Institute worked in 1994-95 with the regional and federal governments to promote the creation of a Harbor Islands National Park, to develop a comprehensive transportation plan for Boston Harbor, and even to explore the Harbor's potential for aquaculture.

Our College of Nursing's students and faculty studied, served, and conducted research in every one of the City of Boston's health facilities. The Nursing faculty identified new ways to serve: during the year, the College obtained a grant from the Massachusetts Department of Public Health to create a one-year program that will provide the Commonwealth with 200 to 250 sexual assault nurse examiners. The program will emphasize cultural and ethnic sensitivity and the counseling of victims, but it will also provide training on how to conduct sexual assault examinations, preserve forensic evidence, and treat sexually transmitted diseases. The program's first course will take place at Massachusetts General Hospital; the second will use MUSE® to link classrooms at UMass Boston, UMass Dartmouth, and UMass Lowell.

Pulitzer Prize winner Daris Kearns Gaadwin (right) spoke at a fundraising dinner for UMass Boston's Center for Women in Politics and Public Policy. She is joined here by McCormack Institute Senior Fellow Hubie Janes and his wife, Katherine E. Janes. The event raised \$30,000 to pay costs of women seeking to begin or further careers in government by attending the center's one-year certificate program.



The Department of Geography, the Urban Harbors Institute, and the Division of Continuing Education conducted a one-week summer program of oceanographic and marine research, "Exploring the Coastal Environment" at the UMass Boston Field Station on Nantucket and aboard the schooner *Sylvina W. Beal*.



UMass Boston maintains thirty collaborative agreements with public school systems, focusing particularly on Boston. One example is the Rainforest Collaboration, which introduces middle-school students to environmental science and management, and hosted two field trips in 1994-95, one to the UMass Boston Field Station in Nantucket, the other to the rainforests of northeast Puerto Rico. And in May, UMass Boston staff met with senior administrators of 40 state school districts to investigate ways in which UMass Boston can aid the schools in implementing the Educational Reform Act. With support from the U.S. Department of Education, the Graduate College of Education sponsors the Boston Minority Teacher Preparation Program in collaboration with Bunker Hill and Roxbury Community Colleges to give Boston high school students interested in teaching the opportunity to work in teacher-like roles, with current teachers as mentors.

The National Youth Sports Camp, which annually serves 200 inner city youths between 10 and 16, added a computer component to its schedule of athletics, study skill development, and counseling in 1994-95 through a grant from the State Street Bank. To promote dialogue on subjects from violence to opportunities in higher education, the UMass Boston Urban Scholars Program held its Seventh Annual Student Conference in February for 700 Boston-area teenagers at the World Trade Center. Another 700 teenagers attended the second conference of the Coalition for Asian Pacific American Youth, an event sponsored by the UMass Boston Institute for Asian American Studies to build leadership in the Asian American community. The Science Faculty of the College of Arts and Sciences welcomed 800 Boston-area high school students to its laboratories and classrooms on its annual Science Day to introduce them to study and career opportunities in the sciences.

Meizhu Lui, coordinator of the Boston Health Access Project, was awarded the Randolph-Rustin Award for Distinguished Service to the Education of Workers of Color by the A. Philip Randolph Institute and UMass Boston's Labor Studies Program.

Project Reach Back, proposed by Boston Mayor Thomas Menino, engaged UMass Boston students in "giving something back" to the city in which they live and study. UMass Boston theater arts students coached students from the Modison Park, Jeremiah Burke, South Boston, and Dorchester high schools in full-scale theater productions of Dylan Thomas's *A Child's Christmas in Wales*.

In 1994-95 the University served metropolitan Boston in many other ways:

With support from the W.K. Kellogg Foundation, the College of Public and Community Service collaborated with counterparts at Boston University and two public service organizations to create structures and provide training to give residents of Dorchester, Chelsea, and Roxbury greater control over the social services their communities receive.

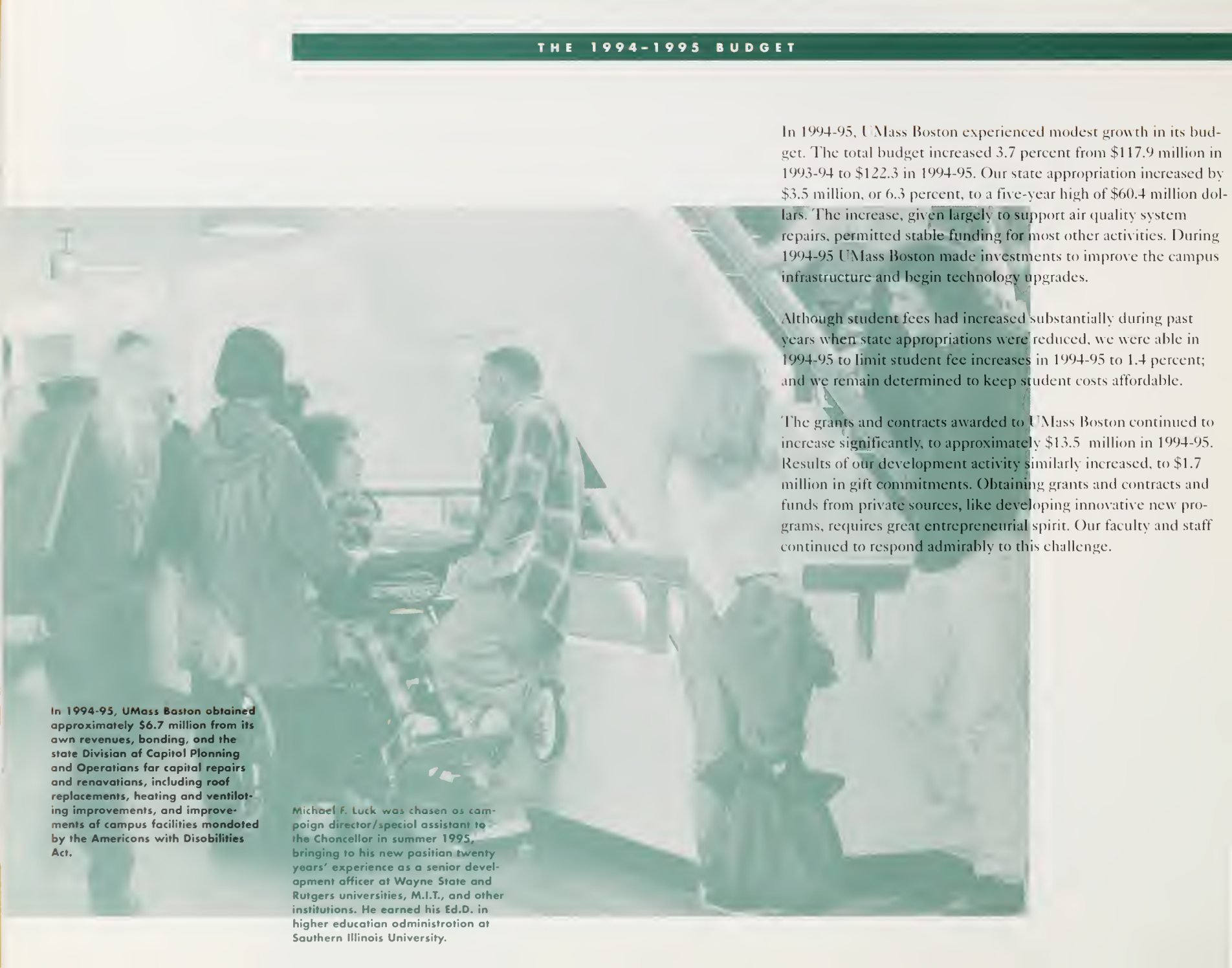
Our Gerontology Institute's Americorps Leadership Project received a grant of \$132,000 from the Massachusetts Commission for National and Community Service to train elderly persons to train other elderly persons to provide services for the elderly.

The College of Public and Community Service, the Institute for Asian American Studies, the Gastón Institute, and the Trotter Institute, with the collaboration of counterparts on the Lowell and Amherst campuses, obtained a five-year, \$1.25 million grant from the Massachusetts Office for Refugees and Immigrants to establish the Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE) at UMass Boston. CIRCLE will "develop leaders with skills, resources, and vision to improve the economic, social, and educational conditions of their own communities, while strengthening their participation in the larger society," according to Professor Peter Kiang, the grant's chief investigator.

Some research and service is intimately local: students in the one-year Advanced Gerontology Certificate Program, many of whom are retired persons, interviewed 60 Dorchester grandparents to investigate problems arising when grandparents are thrust into the roles of caregivers for children.

Other research and service is international, and sweeping in its implications. Our Harbor and Coastal Center collaborated with the Bulgarian government to formulate an integrated coastal zone management program for the Black Sea coastal region. The McCormack Institute trained 22 senior social service professionals from four former Soviet republics in cost-effective welfare program management. And the U.S. Information Agency funded a program designed by Management Professor Vivian Schmidt for the McCormack Institute's Center for Democracy and Development to provide training in Boston and Namibia for Namibian public-sector managers in government administration, environmental management, taxation, public budgeting, community planning, administrative reform, and local economic development.

UMass Boston's Institute for Asian American Studies began work on a detailed portrait of Asian American populations in Massachusetts' twelve largest cities and towns, using data from the 1990 U.S. Census. The profile is intended to assist policymakers on issues involving income, employment, education, and housing.



In 1994-95, UMass Boston experienced modest growth in its budget. The total budget increased 3.7 percent from \$117.9 million in 1993-94 to \$122.3 in 1994-95. Our state appropriation increased by \$3.5 million, or 6.3 percent, to a five-year high of \$60.4 million dollars. The increase, given largely to support air quality system repairs, permitted stable funding for most other activities. During 1994-95 UMass Boston made investments to improve the campus infrastructure and begin technology upgrades.

Although student fees had increased substantially during past years when state appropriations were reduced, we were able in 1994-95 to limit student fee increases in 1994-95 to 1.4 percent; and we remain determined to keep student costs affordable.

The grants and contracts awarded to UMass Boston continued to increase significantly, to approximately \$13.5 million in 1994-95. Results of our development activity similarly increased, to \$1.7 million in gift commitments. Obtaining grants and contracts and funds from private sources, like developing innovative new programs, requires great entrepreneurial spirit. Our faculty and staff continued to respond admirably to this challenge.

In 1994-95, UMass Boston obtained approximately \$6.7 million from its own revenues, bonding, and the state Division of Capital Planning and Operations for capital repairs and renovations, including roof replacements, heating and ventilating improvements, and improvements of campus facilities mandated by the Americans with Disabilities Act.

Michael F. Luck was chosen as campaign director/special assistant to the Chancellor in summer 1995, bringing to his new position twenty years' experience as a senior development officer at Wayne State and Rutgers universities, M.I.T., and other institutions. He earned his Ed.D. in higher education administration at Southern Illinois University.

We plan to convert this nineteenth-century pumphouse, adjacent to our campus, into a center for environmental programs.



The stable state budget provided the opportunity for coherent planning, and if anything, 1994-95 shows that, at UMass Boston, restructuring will continue. But despite recent success in obtaining grants and gifts, major funding needs remain.

Financial aid remains vital for an institution primarily attended by working people and their children. In 1994-95, UMass Boston awarded \$44.9 million in financial aid from all sources, including \$5.7 million from its own operating funds. Yet total unmet need was \$28.9 million, and \$22 million of the funds awarded were loans, which place a greater burden on older, working students with families at UMass Boston than on their younger, more traditional counterparts at other institutions. Increasing financial aid is critically important.

The original plan for three-stage construction of the campus has never been realized. Only first-stage facilities were constructed, leaving UMass Boston the only campus in the UMass System without a campus center. Facilities remain cramped. The long-unused nineteenth-century City of Boston Pumphouse, adjacent to the John F. Kennedy Presidential Library and opposite the Clark Athletic Center, is being acquired for use as environmental center with space for not only laboratories and classrooms but also meetings, exhibits, and facilities for testing new environmental products developed by Boston entrepreneurs. Only with private and public support can UMass Boston realize its plans for these facilities.

We have therefore resolved to intensify our search for funds from private sources. In January, we presented the Board of Trustees with a timetable for a substantial expansion of private fundraising activity, including filling such positions as campaign director, director of major gifts, corporate-foundation grant director, and prospects researcher; and upgrading computerized research and record-keeping facilities. Our new campaign director, Michael F. Luck, joined us this summer. At year end, our development efforts remained on schedule, and planning continues for our first major capital campaign, to be launched in 1996.

We anticipate that budgets will continue to be constrained into the year 2000, and that careful planning will be required to manage resources wisely. The campus strategic plan, *Imagining a New Century*, presents resource parameters that are realistic and attainable, and can sustain UMass Boston in the implementation of its mission and its aspiration for focused growth.

The James Bradford Ames Scholarly Research Fund in our Department of Black Studies will support research on black life and history with an emphasis on Nantucket. The fund was established during the spring by Adele Ames in memory of her husband, one of the first African Americans to graduate in chemistry from M.I.T.

POSTSCRIPT: OUR MISSION AND OUR RESOLVE

In a time of unprecedented challenge to urban public higher education, the successes of our students, faculty, and staff are a source of pride to all of us at UMass Boston. We remain committed to an urban mission of "access, diversity, and excellence." We remain committed to intellectual excellence at all levels, to effective teaching, and to research and service that address the economic and social needs of metropolitan Boston and the Commonwealth. We remain committed to nurturing leadership in our faculty, staff, and students and expanding our dialogue with the larger community we serve. We remain committed to reviewing the programs we offer, to using scarce funds for public education as effectively as possible, to restructuring our institution to make it the very best it can be, and to seeking new sources of support for our work. We are grateful for the opportunities we were given in 1994-95, and we look ahead to greater opportunities for service to the citizens and communities of metropolitan Boston and the Commonwealth in the years ahead.

Sherry H. Penney

Chancellor Sherry Penney was one of 25 education leaders who consulted with President Bill Clinton in the White House Executive Offices in January on the preservation of student financial aid. Chancellor Penney and President Clinton met again the following month at the American Council on Education's National Convention in San Francisco.



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